

Marketing-isation of Higher Education

Context Statement for the award of

Doctorate in Professional Studies by Public Works

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Table of Context

SECTION I
Introduction
SECTION II
Personal Perspective
SECTION III
Public works
SECTION IV
The Meaning of this Narrative
SECTION V
Summary of Outcomes

Justification for a Doctorate in Professional Studies by Public Works
MARKETING-ISATION OF HIGHER EDUCATION

SECTION I
INTRODUCTION

Overview

The Doctorate award of Professional Studies offers me the chance to reflect upon a sustained output of personal academic, personal and professional activities which I believe have had an impact in each of those spheres. To assist in the interpretation of my narrative presented in these pages I will consider each of these spheres in turn. My personal journey, its explicit driving and implicit reflective themes will be contained in Section I of this paper. In the second part I discuss the consequences of my work for my community of practice which is, for the purpose of this submission, the academic community of both scholars and administrators. I have addressed my ideas, concerns and challenges in academic writing, other academic discourses and through my professional bodies, The Academy of Marketing, the Chartered Institute of Marketing and to a lesser extent the Philosophy of Education Society of Great Britain. In the third section I attempt a Gadmerian hermeneutic interpretation of my submitted work to seek an understanding of what it has achieved and to critique its output.

In what follows I aim to show that my contribution to higher education is through a critical engagement with the market for, and the use of marketing *techné* has been significant and warrants the award of a DProf by public works. My claim is based on internationally reviewed and published articles that form Appendix 1, a jointly authored book published by Routledge and the creation of the Academy of Marketing's Marketing of Higher Education Group followed by its Chairmanship (details in Appendix 2). Within this supporting claim I will outline my approach and my activities in search of a new perspective in marketing higher education, the activities undertaken to achieve this goal both at a national and international level and the culmination of

these efforts in the first European Conference on Higher Education Marketing undertaken in January 2006 (Appendix 3).

Background

The notion of a market for higher education is recognised as a global phenomenon (World Bank, 2001) and its application has encouraged academic debates on the central issues of degree to which higher education ought, and can, support the knowledge economic. Such debates concentrate on the relationship between the political and commercial economy through models such as the triple helix (Leydesdorff and Meyer; 2003, Lambert Review, 2003) and the exploitation of innovation. Indeed the Lisbon accord of the EU expressly focuses on the need for higher education to engage with the market. A parallel dynamic of the market is the drive to provide access to a national and international market for the provision of higher education to a growing number of people. In the UK this has been articulated in a targeted percentage of the populace having experience of higher education whilst, at the same time, requiring universities to fund part of this expansion from fees they set and generate from their domestic and international community.

This is a marketing scenario where the mobilization of resources are brought to bear on the needs of a community for, at least superficially, their well-beingⁱ. The marketisation of institutions has been discussed elsewhere and I will refer to it no more than to say it is contentious. However, given that marketing – in the sense of recruiting students and obtaining research funding – has become a function of all state and private institutions in the developed economies, skills deficiencies become obvious in the provision of marketing. In the USA as well as the UK this has become known as enrolment management, recruitment and marketing. Often this was undertaken through academics acting outside their academics' roles and through outreach programmes, International Office activities and through dedicated marketing and PR organization within the University. Furthermore specialist industry consultancies have emerged to support the universities in their quests.

The USA was the innovator in the development of higher education marketing with the main text book on its marketing being published there. Moreover the practitioner association – The American Academy of Marketing - developed its own Special Interest Groups (SIGs) under the direction of Tom Hayes to discuss, research and develop the notion ‘of’ marketing rather than ‘in’ higher education. This initiative has been highly successful. I gave an invited presentation to this group in 1999 and was impressed by the range of activities. However there was a limited representation from academics in the area. Indeed there is only one dedicated journal in this area – the Journal of the Marketing of Higher Education. In the UK, CASE has been set up to support recruitment management and outputs from academics are presented to higher education management or general marketing journals.

The professional practice problem addressed by my work

I conceptualise the main problem in the adoption of the market and marketing techniques in education as the question of their transferability to higher education. Marketing evolved through products to service, from buyers to customers and from exchanges to relationships. These ideas have currency now in most academic marketing literature but their application to education and especially higher education is, I propose, very problematic. There has been very little theorising and modelling of marketing of higher education where higher education is conceptualised other than as varying forms of services or products which then enables – or at least justifies – the application of existing marketing techniques to the issues facing higher education and thus *ipso facto* characterising them as marketing issues. Student recruitment and retention, widening participation recruitment of star academics and fundraising through research grants, endowments and sponsorships all contribute to conceptualisation of the universities as businesses with a commercial ethos and mission. This approach has struggled within an ideology of consumerism to retain a distinctive notion of education and has re-categorised higher education into a form that it is appropriate for its marketisation, thus making it more vulnerable to substitutable offerings. This is dangerous for the institutions in allowing the marketing concept to change their mission not on educational or even economic grounds but on competitively defined marketing

concepts. To prevent this happening by default, I proposed an active debate in the community of practice of marketing (applied and academic) through academic journals and directly to the community.

The overall goal of my work is thus political, epistemological and practical. It is to understand the relationship between marketing and higher education, harness an approach which uses the notion of marketing in a compelling way for its stakeholders whilst not usurping the notion of education in ways unintended by the managers of higher education. The approach is twin pronged: publishing and advocacy through the Academy of Marketing.

Throughout the work presented here an action research approach is based on seeking the worthwhile-ness of the enquiry process and outcome. The model I adopted firstly requires a reflection of why the practice change has been decided upon, how change can be achieved and the implementation of change. In this respect it has much in common with the phronetic social science approach of Flyvbjerg (2001) although for most of the works I was unaware of such a perspective. Furthermore, the approach is expressly non-exploitive and is based on the rationality of argument and labour as the form of advocacy to achieve the desired change. The change required is the recognition of disciplines in and of higher education and marketing where their dialect is recognised and developed to the mutual benefits of the subject of both – that is the faculty and students. In particular the approach resulted in an international symposium supported by the community of practice – the Academy of Marketing – and recognised by academic attendance and high quality, peer reviewed journal and book outcomes.

To recap, submission then is in three sections. The first outlines my reflections on why I have taken my advocacy role in respect of the reclaiming of higher education from the market. The second discusses the themes of my academic work offered for the degree and deals with the production and evidence of my academic and professional work showing how it builds into a coherent piece of academic work with practical

implications. The third critiques my praxis in terms of engagement with powerful stakeholders in the educational arenas, my successes, failures and lessons learnt.

SECTION II

PERSONAL PERSPECTIVE

My experience of marketing began shortly after graduating with a degree in Psychology, finding employment in an insurance company and showing little aptitude for the technologies of insurance. Following a short time in staff training (psychology would surely help there) I moved into a role as a marketing assistant to the General Manager of a new subsidiary of my existing employer. Marketing in this context was functionally defined as producing insurance broker communications, developing a profile in the specialist national and trade press, and organising broker seminars. The broker seminars were organised at my instigation and rapidly grew in reputation since they gave added value to the participants by enabling them to meet political and financial celebrities they would not ordinarily meet. This was a more holistic marketing concept creating a desire within brokers to work with my company, which was very successful. Using this as a platform I rapidly moved company and hierarchy to become responsible for marketing in smallish insurance companies in the UK and the Republic of Ireland.

Reflecting now on my past career I seem to have followed a path of reaching too far ahead of those who were my managers (and becoming one of the few qualified marketers in insurance) so I decided to mirror in my own career those that had achieved marketing success in other more consumer orientated sectors such as food and drink retailing. To do this I joined an advertising agency. This would expand my experience, make me a fully competent marketer and strengthen my CV. I achieved those objectives and wrote my first book concerning marketing which eventually led to a position in TSB Trust Company as Marketing Strategy Director.

The journey to this position taught me more about the problems of capitalist organisations, the lack of consumer value in what the marketer was supposed to support and the political hegemony of large organisations than it did about marketing to

consumers. I fully participated in all the double standards, learnt a discourse of compliance, and found ways to express my individuality and enjoyed the financial rewards. Yet the overriding feeling was growing of disenchantment with what I was marketing, the alternative agendas that managers had to those of the corporate mission, and a helplessness brought about by trading principles for money. This unfairness, usually directed at others rather than me, built a growing uneasiness within me which I felt could be resolved through an academic community. Having started my doctorate at Southampton University I took advantage of an appointment offered at Bournemouth University and joined them as a Senior Research Fellow of which I will return later.

On reflection, my concern about the marketing of financial services where vulnerable people were sold products they did not understand in ways that obscured their benefits has a direct link with my approach to the marketing of higher education. In both areas my concerns are more to do with the fairness and honesty of the discourse about what was being offered than with the value of what it was that was being provided (although in higher education I have come to see that this distinction was impossible to sustain). In higher education I was specifically concerned with how the privileges that accrued to those with a university education, how they earned them and what obligations were related to these privileges especially in regard to engagement and desire for education.

In the educational context, marketing is necessarily linked to the ideology of the market as a decision making and resource allocating device designed to be neutral to any claims other than merit. Yet the evidence in all but the most basic commodities is that the market fails to do this and distorts any moral value in the fairness of market distribution. The confusion for many in the UK university sector is that they focus their marketing on enrolment management and, for the most part, recruitment. This leads to hedonistic marketing messages to perspective students based on a mix of immediate gratification, a good social life and digestible modules with opportunities to work to fund the accreditation process. The icing on the cake is the potential for a lifetime of higher than average income.

This is central to my concerns and many others (e.g. Featherstone, 1991,1993; Elliot, 1999; Brown, 2001; Shankar and Fitchett, 2002) who have indicated that we exist in a post-modern (or post-materialⁱⁱ McLarney and Chung, 1999) consumer culture where what is good for its members, but not necessarily for their flourishing, can be attributed, at least in part, to the protagonists of that culture of consumerism – the marketersⁱⁱⁱ. The responsibility thus invested in the profession is huge for within the unequal power distribution created by the market they can decide to promote a utilitarian model of consumption based on the amorality of the market mechanism. Thompson claims that “[E]ven the meaning of the word ‘values’ has become diluted by marketing; it has moved away from ethical concepts and towards lifestyles and aspirational connotations with no tangible deliverables” (2002: 355).

This is somewhat like Willmott’s (1999) idea that if marketers promote in this way it eventually leads to consumer nihilism, where utilitarian economic value replaces meaning as the measure of human experience, propaganda replaces argument and, ultimately, the totalitarianism of globalisation replaces democracy. Although this might be satisfactory for the owners of production it is questionable if it will enhance individual flourishing by reifying consumption as humanity’s unfettered desire satisfaction.

I reject this approach in principle, arguing that education is a right for all and not one that needs to be traded through the market mechanism. It is a moral obligation to enable individuals to realise their potentials through their personal freedoms and, in a culture that values the notion of humanity, to be a precursor to engaging in informed economic activity. I was inspired in this view by Sen (1999) who makes a strong argument for the provision of basic freedoms so as to allow, in a democratic environment, the practices of civil rights and political liberties. Sen (1999: 18) writes about developing countries, proposing that “the success of a society is to be evaluated, in this view, primarily by the substantive freedoms that the members of that society enjoy”. This evaluative position differs from the informational focus of more traditional normative approaches, which focus on other variables, such as utility, or procedural

liberty, or real income. If we were to accept that the individualisation of the market gives no incentive to consider others because of the state of neutrality it claims then clearly the market mechanism is an inappropriate instrument for social justice. Its totalising effect is manifested through the notion of contract and with it the usurping of all notions of values other than the economic. This, I believe, threatens any existence that is external to the market where authentic relationships based on compassion and respect can flourish. This flourishing is, I propose, central to the project of higher learning and ought to be nurtured in higher education institutions.

This position did have some difficulties for me as my professional training had been in marketing and although I had taken a rather distinctive view in my early work, concentrating on the temporality of marketing (see *Time, Temporality and Consumer Behaviour^{iv}*), I was still emotionally associated with the positive role marketing could achieve in many contexts. It was not until I became more aware of the totalising influences of consumer ideology on all of the spheres in which it worked that I became concerned as to its form and appropriateness for education and higher education specifically. An example of what I mean was that prior to my engagement with higher education I was commissioned to work on developing images of the crucifixion as a logo for the Church of England so as to sharpen its marketing. This and similar concerns began to turn me against the idea of marketing concepts even though I remained professionally as a marketer, retained my Fellowship of the Chartered Institute of Marketing, and became an external marker for the Institute.

The Turn

As can be seen from my CV I had had a successful career in marketing which was financially rewarding and challenging until I left TSB Bank and began teaching at Bournemouth University, pursuing a PhD in the temporality of marketing. The circumstances of the shift were to do with the attempted inappropriate use of organisational power by others, through me, to attack more vulnerable members of staff.

I sought a new direction and the Bank was generous in the way it accommodated my needs.

At Bournemouth I taught marketing and business ethics drifting more toward the ethics provision as my doctorate studies at Southampton University concluded. This return to university life confronted my prejudices regarding the engagement of students with learning and the way in which many universities (at least the modern universities) conceptualised their role using a business rather than liberal education model. I understood the policy imperative offer by Government at that time but could not understand the compliance of faculty and staff to a capitalist model which allowed for organisational mission drift, a failure to educate and a readiness to accept the simulacra of education while undermining its worth. Indeed this disenchantment with the model of development appears in a number of later papers in relation to exploitation of work based studies and of academic studies in the form of emotional labour.

My concern about the invasiveness of the markets and its demands on higher education institutions to be successful through commoditisation, packaging and selling courses as products became acute after I moved to a new position as Head of Higher Education for Edexcel. I obtained insights into the marketing issues facing higher education institutions whilst working for Edexcel promoting their higher education vocationally-orientated qualifications; specifically HND/Cs. These products had attracted a widening profile of students into higher education but in the face of market demands had changed their focus from a vocational grounding to being designed to facilitate the transition into full degree programmes. This change had ensured significant numbers in both Further Education Colleges and Higher Education Institutions but owing to a vocal campaign by certain employer groups, had been attacked by Government. With very little actual evidence of need and based on inconsistent recruitment figures, inadequate market research (it consisted of one focus group) and one attempt to support HND/Cs through an advertising campaign that was under-funded, wrongly timed, and poorly executed, the Government considered they had sufficient market knowledge on which to base a replacement strategy for HND which would widen participation. (These

points are contested but evidence in a forthcoming paper of mine substantiates the claim.) The Foundation Degree was marketed not as a demand derived product but as a supply inspired, government incentivised market distorting initiative. Further there has been a controlled campaign of information creating a false impression of desire and delivery success. Such abuses of the tools of marketing almost to the extent that their use created a marketing environment in order to justify their use are indicative of my concerns about educational marketing whether it be by Government and/or institutions when it does not seek to achieve an educational objective. I am even more sensitive about the moral issues when marketing is used to subjugate the working classes through the provision of an inferior education experience designed to ensure their compliance to the political and economic needs of employers and their organisations. Such concern manifests itself in my writing on foundation degrees and especially in my most recent paper which looks at evidence for the worth of these awards.

In my Edexcel role I was part of the very process that I was becoming concerned about. This duplicitous position was uncomfortable but one that I ameliorated through ignoring the consequences of my actions in perpetuating the situation and finding respite in academic study and writing. During this period I wrote and had published in *Studies of Higher Education* my paper on higher education as a market and its consequences for the form of education we were providing. I had also become disappointed in the way universities accepted the inevitability of being controlled through government political imperatives of increased participation at lower unit costs and under priced commercial research contracts.

The tension I was then experiencing helped me to realise the difference in the acceptable forms of marketisation and its contingent marketing and that which I felt was questionable on grounds of integrity. It seemed to me, given the new vision for higher education embodied in the Government's 'marketing' document *The Future of Higher Education*, that universities which promoted themselves not as academic institutions but as centres where employment skills could be learned in return for a fee were offering a clear contractual proposition to their customers. This form of explicit agreement may

not be promulgated by the type of institution for whom I might want to work but it did have a veracity which I could respect. The other type of higher institution that took State money authorised to enhance public good but spent it to enhance the earning potential of an elite group of people (50 per cent more or less, less if you had not previously gone to university or failed to gain at least a 2:1 from a modern university) under the strategic direction of unaccountable employer organisations was not morally sound or fair. Further, I was disappointed that institutions in the UK had allowed themselves to be so exploited and offered such little resistance or solidarity with Further Education Colleges when faced with policy intended to stigmatise the College through the funding arrangements in the introduction of the foundation degrees.

In my writing I saw Foundation Degrees as cheap low quality education aimed at the dispossessed with the intention of increasing participation in higher education, appeasing employer organisations and lowering the cost of higher education. Moreover the government by focusing on the Foundation degree brand which did not share the core values of the mother brand UK honours degrees plundered the reputations of the UK universities, misrepresented potential benefits to customers and threatens the whole structure of UK higher education. I have written a number of articles on this subject but the main point is not the issue with foundation degrees *per se* but with what they stand for; non educational goals packaged in a form to satisfy all stakeholders in a way that enabled them to be marketed more easily to attract policy created ideas of an ideal university educated populace. Marketing was the driver of the form of the award and, in my view, has continued to shape the offering of many universities in order that they may meet imposed cost controls devised to bring universities under the direct control of centralised policy or commercial control. Shattock (1994) for one has argued that in spite of its success, the University Grants Committee failed to live up to its rhetoric in a period of great national change and financial difficulty. Its demise, however, was a consequence of its failure to convince Government that it could manage the university system effectively. Its decline provided the opportunity for government to take control of universities in ways which turned them into instruments in its economic policy.

Against these I wanted my work to stand out to question, to stimulate, challenge and to change. To achieve these goals I have sought to use the discourse of the academic through publishing and by directly seeking debate on my views through conference attendance, initiating and running special interest groups in my professional association and promoting debate through the creation, management and implementation of the first European conference on educational marketing. These are the external achievements and are developed in the next section. What has this work contributed to my understanding of the complex issues and for my practice? They have enabled me to find a voice which is passionate against what I see as an injustice for those excluded from higher education, those enticed through provocative advertising and those promised something that the marketing has no interest in providing – educated people. These themes are expressed through a philosophical perspective and approach to my work. This approach is fundamentally grounded in the phenomenological and existential approaches of Heidegger, Gadamer, Merleau-Ponty and Sartre. Their work, I believe, brings insight that many in educational marketing are either unfamiliar with or are resistant too. For instance through the acceptance of the externalities of our culture and particularly through the world created and increasingly defined by technologies (of which marketing is one), our existential possibilities undergo a levelling down and our temporal potential for being is existentially affected because it is disburdened of concern for its own authentic Being, becoming indistinguishable from any other (Heidegger, 1962: 164). Young (2002) also recognises this issue in administration and offers the example of the bureaucratic, machine-like modern university where it is no longer customary to find teachers and students but rather ‘suppliers’ and ‘consumers’ with all that this system entails, where to be is to be an item of resource; an entity able to be used and marketed.

On reflection my praxis has begun to be accepted by my peers. I believe that the success of the conference in January 2006 with delegates from Europe, the USA and the Far East showed real interest in the subject. I recognise that this does not infer status upon my work only my contribution as conference organiser: and that is the point. The more modes of influences that can be brought into the debate, the more likely the potential

issue with marketing and higher education can be revealed. My work, which follows, does not attempt to claim 'right-ness' only correctness of a certain type. It has been influenced not just by the philosophers mentioned above but also by the critical theorists in education and specifically Giroux from whom I draw support for my notion that marketing has contributed to the foreshortening of educational horizons through representing the world-as-a-picture (to borrow from Heidegger) within which we act or observe. The application of the concept of marketing to education has tended to emphasise control of satisfaction and efficiency in the immediacy of the knowable present. It has done this through the hegemonic use of Western social clock time to change the unexpectedness, excitement and creativity of the future to the predictability of accountable events situated in a linear extension of the present. To use the terminology of Giroux (2003) and Giroux and Giroux (2004) the public time gifted for the use of the university for reflection and critical appraisal of society, its knowledge and its moral positioning has been usurped by the corporate time of action, measurement and efficiency in the epoch of consumerism. I am also much influenced by the work of Freire (1972, 1993, 1994, 1998 and 2000) in that learning should be participatory, situated within the experience and language of those towards whom change is directed and that it should promote critical personal and social reflection. Specifically in regard to higher education I admire the works of Aronowitz (2000) who has written compellingly about the 'learning factory' which he envisions the university has now become.

My approach has been to offer a more compelling focus to the development of higher education from the perspective of transformative education rather than the market seeking an alternative of a marketing created model of higher education. This is one based on a notion of practical wisdom or *phronesis*. Marketing in recent years has embraced the technologies of the discipline and not fully questioned the direction of its travel. This has led to the operationalisation of customer needs as extrinsic and instrumental. The desire to make profits through the amorality of the free market has encouraged this *techne* rather than *phronesis* as the guide to marketers' judgments. In this, marketers are culpable of replacing well-being with a self serving notion of satisfaction. In trying to define *phronesis* I turn to Gadamer who considers it a form of

moral knowledge that offers an intentionality to act. It is ontological knowledge which complements our skills but is not at our disposal in the same way (1975: 316). The problem for institutional education to develop this wisdom is that *phronesis* is practical understanding *in situ* (situated understanding). It therefore cannot be realised in advance or outside of the experiences that require it. Put differently, the kinds of experiences in which *phronesis* comes into play are understood only insofar as we actually live through them. For Bernstein (1996), as for Gadamer, technical competence (whether it is in skills or ideas) falls short of the wisdom mentioned, for it is with wisdom that actions can gain their moral direction and practical wisdom supports occupational education. As Gadamer points out, *phronimos*, one who has practical wisdom is “always in the situation of having to act in exigent circumstances. The image people have of what they ought to be, their conceptions of right and wrong, of decency, courage, dignity are always presupposed in decisions they are called upon to make,” (1975: 283). Garrison has developed this in the teaching of students, claiming that “teaching students to distinguish what they immediately and unreflectively desire from what they ought to desire after reflection is the ultimate goal of education . . . It is an education that lies beyond knowledge alone,” (1997: 126). Garrison’s notion of the purpose of higher education was the motivation for my book *Trusting in the University* which offered to me a focus for a new form of advocacy for higher education. Like marketing the labelling of this approach derives its roots from its essence and is ‘phronesing’. I use it as a resting place in the narrative I have written for I have not developed my ideas much beyond one (to be published) paper in this area although it is a theme present in most of my work. I will return to it in the final chapter.

I now want to turn to the outcomes which form the substance of my submission.

SECTION III

PUBLIC WORKS

This section will consist of five parts. These are:

1. Situating statement for the works
2. Academic reviewed journal articles
3. Published Books and Reports
4. Community of Practice
5. Reflection on these works

1. *SITUATING STATEMENT*

Most institutions of higher education now recognise that it is indeed necessary to 'market' to Higher Education themselves. In support of this there has grown a substantial literature of the transfer of the practices and concepts of marketing from other sectors and a quick trawl of the recent educational literature produces plenty of advice on market attractiveness (Bainbridge, 1997; Maringe, 2005), competitive advantage (Mazzarol and Soutar, 1999; Dahlin-Brown, 2005), market mapping (Gumport, 1997), student needs (Lin, 1997; Holdsworth and Nind, 2005), capitalising on tangible assets Coats, (1995) advertising (Berger and Wallington, 1996; Jugenheimer, (1995; Coman, 2003) image management (Koku, 1997; Symes, 1998; McAlexander, 2004; Temple, 2006), tangibility (Yost and Tucker, 1995), products (Chan and Imrie, 1995; Judson, 2004; Hesketh and Knight, 1999), ITC (Selwyn, 1999), market expansion (Babwell, 1998; Shinn *et al*, 1999; Antonazzi, 1998), market research (Quirke, 1995; Russell, 2005; Seaman and O'Hare, 2006), fund raising (Satterwhite and Cedja, 2005) and pricing (Roberts, 1999; Guest 2006). In addition there are the proceedings of the American Marketing Association's Symposia on the Marketing of Higher Education, the annual Higher Education External Relations Association conference plus Kotler and Fox's (1995) (general) and Ryans and Shanklin's (1986) (higher) education texts on strategic planning and marketing. Most recently there have been two other general and questioning books by leading USA administrators; *Universities in the Marketplace : The*

Commercialization of Higher Education (Bok, 2003) and *Shakespeare, Einstein, and the Bottom Line : The Marketing of Higher Education* (Kirp, 2004).

Certainly in this context marketing has been recognised to be more than just advertising and selling. But do we know enough about learners' desires and aspirations to benefit from the utilitarian notion within marketing theory to explore and understand learners' requirements under the rubric of consumption? In a milieu of competition any increase in professionalism ought to be beneficial but, if those efforts are misinformed by an inappropriate metaphor of the market and developed under a "philosophy of doing business" (Lafferty and Hult, 2000), perhaps no progress can be made. For sure all the above examples share this theoretical underpinning where the aetiology of marketing is adopted and contextualised without, necessarily, rigorously questioning its transferability.

Education markets

Educational institutions are rapidly identifying themselves, conceptually and in their discourse, as agents of national and international markets. This is indicative of a general shift from public social policy that construed higher education as a 'public good' to a position where social policy is viewed as an extension of self-interested economic policy. However, whether the structure of higher education ought to be theorised as a quasi-market, either State controlled and directed or response unencumbered to competitive forces, is not the central issue for me and I acknowledge each the influence of market forces. What I have attempted is to look at how marketing reflects these market forces and then to consider an alternative conceptualisation which does not deny institutional rivalry but sees it directed systematically by the players to secure primary benefit for the learner. This shift is associated with, but not fully explained by, a move from transactional, product-based market orientations to relationships based on long term, symbiotic learning partnerships.

The economic transactional market model of education is not without its critics (see Lauder and Lauder, 1999 and McMurty, 1991 for a particularly energetic yet contentious

argument based on contradictions^v). It is based on poorly established principles of utilitarianism which dialectically metamorphose liberal educational values into those of the business and the market. This creates the *impression* that the market can really or fully explain the behaviour of learners even though successes in other sectors of consumer behaviour are not compelling. Barrett warns us of the consequences of applying the market's technologies for it creates "[T]he Cave of Escapism where the people are amidst shadows, illusions, fantasy, fakery, puffery and nullity, which they know is not reality, and which for that reason, they like; they are knowingly displaced from reality" (2000: 333).

Although I am not as concerned as Barrett, for my argument accepts the need to blend economic and human capital, the determinism conveyed by the market could deny free will and would have considerable implications for education's role in the realisations of individuals' well-being as responsible citizens. Moreover, the funding incentives are for institutions to chase the money in competition, rather than in collaboration, with other diverse suppliers of educational experiences and services. A dependence on satisfying economic worth is encouraged by government through the funding mechanisms and is a feature of transactions not relationships^{vi}.

For education institutions it suggests that they bear a responsibility alongside these learners for the choices and transitions the learner makes on behalf of the commonality that is their personal group identity. It is a network where institutional capabilities and resources are allocated with the purpose of performing better for the widest constitution of learners. This differs from any neo-liberal definition of marketing in that learners' interests are satisfied even to the disadvantage (in the financial sense) of the institution for the betterment of developing a notion of being that does not commoditise the essence of humanity.

My humanistic yet phenomenological approach will maintain that this shift should be considered for its implications for human experience and human character. The higher education system, both nationally and globally, its products, and its practices should all

work to advance the interests of human experience and human capital based on mutual trust. The responsibility for the initiation of the conversation is held jointly by the student and the teacher, for both are in the process of inquiry and deliberation. The application of this alternative humanistic view has been hinted at in the marketing literature by, amongst others, Hirschman (1986), Kotler (1987) and, in the educational context, Liu (1998). In general this view maintains that the consumer can be active in the marketing engagement while seeking more than consumption within the community of learners which is clearly problematic for certain market transactions. This also has the advantage of not assuming the customer is an autonomous individual when in reality she is an agent of the community or peer group by which she defines herself (Bagozzi, 2000 and Holt, 1997 and also see Muniz and O’Gunn’s (year?) proposals on brand communities).

A reconceptualised marketing mix^{vii}

The learner rather than customer approach encourages an overall goal for the system to engage in collaborative resource allocation but not in divisive market driven competition^{viii}. In the social context the market orientation debate has reduced the level of trust in higher education, polarised the value of the reputation of institutions and damaged the collective perception of the level of the awards achieved by students. It has been dominated by a search for external accountability of standards, casts doubts on their validity and has triggered an unstable perception of the higher education sector where self trust and validation once, and in some institutions still does, hold sway.

In response the cornerstone of most marketing planning had been the 4 Ps and the concept’s expansion as an alliterative device. This has been a source of concern for some time with Duncan (1989) arguing forcefully for us to challenge what he calls the “tacit acceptance of the ‘Kotlerian thing’, otherwise, it will insidiously continue to prevail and its prescriptions continue to be assiduously misapplied to education (1989: 183). Bruner (1988a, 1988b) made a contemporaneous attempt to confront the worth of this conceptualisation of marketing in the context of education and replaced it with the notion of Concept, Cost, Channel and Communication variables. Still predicated on the

utilitarian notion of consumer maximisation it waited over a decade before Wasmer *et al.*, felt that “this approach better fits the situation found in higher education in part due to its avoidance of the negative connotations associated with the for-profit, tangible, product orientation of the four P’s.” (1997). There is, for instance, real debate on the use of the client/customer metaphor when it comes to assessment and for an interesting discussion of this point and other related issues see Coates (1998). What it really needs is not the re-conceptualisation of learners as anything other than what they are but respect for what they want to be. This labelling is part of the institutions’ own struggle for identity manifested in their products and services. The shift in focus must be accompanied by a desire for greater understanding of the learner as part of their learning networks and communities. To this end I briefly want to consider three ‘pillars’ that can support the notion of relationship marketing in education. These are learners’ ‘existential trust’ in the learning process, learners’ temporality (both these could be applied to other interested parties in the higher education system) and learner self-confidence as a learner and practitioner. Interwoven in this production has been a constant challenging of the nature of higher education, its purposes and its processes. In my most recent book and in a series of papers (discussed as complementary to the main theme of the justification) I have developed a narrative within which my concerns for the marketing-isation of higher education are nested.

In the remainder of this section I wish briefly to discuss the academically refereed papers published or accepted for publication in European and American Journals. As I developed my practice as a teacher I also felt able to encourage and work as a peer with a number of my students. Several of the papers that I will use are with them. Others are with colleagues who formed a writer’s, group within the School of Education at Intercollege, Cyprus. To both sets of colleagues I am grateful and recognise here their contribution to the development of my praxis. I hope I was able to reciprocate.

2. ACADEMIC REVIEWED JOURNAL ARTICLES

The papers I wish to submit and briefly discuss below are clustered under the main theme of marketing and marketisation and a complementary selection of parts in part two which orbit around this theme. They are trans-disciplinary which mirrors the approach I have taken to the dialectic relationship between marketing and higher education and they vary as the focus of my interest change.

The majority of my most recent papers have been written with students or colleagues. This is deliberate for I feel that I can make a contribution to the enculturalisation of students into the academic community and that working jointly with colleagues counters potential myopia in my thinking.

Main Theme

- 'Whose Life is it any Rate? Of Virtue, Temporality and Vocational Education', *Quality in Higher Education*, Vol. 2, July 1996, pp. 155-64.
- 'Isn't Higher Education Employability?', *Journal of Vocational Education and Training*, Vol. 52 (4), 2000, pp. 559-71.
- The Accreditation of Work Experience: whose Interest does it Serve?', with Morris, A., *The Learning Organisation*, Vol. 8 (2), 2001, pp. 82-88.
- 'Higher Education as a Market: A Problem or Solution?', *Studies in Higher Education*, Vol. 26 (1), 2001, pp. 85-94.
- 'Is the Market Ready for Foundation Degrees?', *Higher Education Review*, Vol. 33 (3), 2001 pp. 92-105..
- 'Who Deserves Foundation Degrees?', *Journal of Further and Higher Education*, Vol. 26 (3), 2002, pp. 197-206.

- 'From the Invisible Hand to the Invisible Hand Shake – Marketing Higher Education', *Research in Post/Higher Education*, Vol. 7 (3) 2002, pp. 323-35.
- 'Marketing Issues for Non-degree UK Higher Education: The Case of Foundation Degrees', *Journal of Vocational Education and Training*, Vol. 54 (2), 2002, pp. xx-xx.
- 'An Institution in Change: A Private Institution in Transition', with McRoy, I., *International Journal of Educational Management*, Vol. 14 (3), 2003, pp. xx-xx.
- 'Can Clusters Theory Help Realize Cyprus's Desire to Develop Centers of Educational Excellence?', with Christodoulides, G. and Pouloukas, S., *Mediterranean Journal of Education Studies*, Vol. 8 (2), 2003, pp. xx-xx.
- 'Marketing and the Notion of Well-being', *Business Ethics: A European Review*, Vol. 13 (1), 2004, pp. 5-13.
- 'Does Advertising Pervert Higher Education? The Case for Resistance', *Journal of the Marketing of Higher Education*, Accepted Vol. 17 (1), Spring, 2007.
- 'Dwelling at Work: A Place where Vocation and Identity could Grow?'. with McRoy, I. , *Journal of Further and Higher Education*, Vol. 30 (3), 2006, pp. 283-93.
- 'Work-based Learning; Discipline, Field or Discursive Space or What?', with Costely, C., *Research in Post-Compulsory Education*, Vol. 11 (3), 2005, pp. 341-50.

Complementary themes

- (i) The essence of higher education
 - 'Competence or Trust: The Academic Offering', *Quality in Higher Education*, Vol. 4, (1), 1999, pp. 7-15.

- 'Quality and Confined Pedagogy', *Journal of Quality in Education*, Vol. 12 (4), 2004, pp. xx-xx.
- 'Higher Education Teachers and Emotional Labour', with Constanti, P., *International Journal of Educational Management*, Vol. 18 (4), 2004, pp.243-49.
- 'Accreditation of Knowledge as Being-in-the-World', with Angelides, P., *Journal of Education and Work*, Vol. 17 (3), 2004, pp. xx-xx.
- 'Preliminary Thoughts on a Praxis of Higher Education Teaching', *Teaching in Higher Education*, Vol. 9 (2), 2004, April, pp. xx-xx.
- 'The Exploitive Nature of Work Based Studies: A Sketch of an Idea', *Journal of Education and Work*, Vol. 17 (4), 2004, pp. xx-xx.

(ii) Ethical issues related to higher education

- 'Technical Skills and the Ethics of Market Research', with Michaelides, P., *Business Ethics: A European Review* Vol. 15,(1), 2006, pp. 44-52
- 'Researching Others: Care as an Ethic for Work Based Practitioner Researchers', with Costley, C., *Studies in Higher Education*, Vol. 31 (1), 2006, pp. xx-xx.
- 'An Ethics of Community and Care for Practitioner Researchers', *International Journal of Research and Method in Education*, Vol. 29 (2), 2006, pp. xx-xx.
- 'Developing the Ethics of Worker-researchers through Phronesis', with Costley, C., Armsby, P. and Trakakis, A., *Teaching in Higher Education*, Vol 12 (3), 2007, pp. xx-xx.

The main theme – the market(ing) of higher education

My work is a blending of concerns for the nature and evolution of higher education and, as previously stated, how it has been entrapped by the notion of the market and the technologies of marketing. In this section I will present only the key papers that show the development of my perspective, and how they build into a whole body of work. For this journey, the stepping off places are my articles dealing with higher education and, specifically, vocational higher education and trying to make sense of the different credence given to one form of education over another. The purpose of *Isn't Higher Education Employability?* was to highlight that employability is becoming the predominant aim of educated society and that the conflation of employability and other, wider aims of education fuse into one notion of higher education. I drew initially on Aristotle and then on the existentialists, to attempt to distinguish between employability as one of the outcomes of higher education and other aspects of personal and civic development. In doing so, the notion of competence is retained, but its link with vocationalism as a primary aim of education is questioned. The resolution was not, I felt to co-opt learning in the work place through accreditation. Not that I was concerned about recognition of achievement but I was concerned about the potential of using this accreditation to exploit the worker. In *The Accreditation of Work Experience; Whose Interests Does it Serve?* I explored with Anne Morris who is the major beneficiary of such accreditation. We concluded that it was the university, at least the liberal mission university that I support, who held the responsibility to ensure their awards were not used to exploit learners. The context for this argument was a belief that universities continued to become vessels for narrowly defined economic performance statements unworthy of higher education.

My 2001 article *Higher Education as a Market: A Problem or Solution?* was a turning moment for me. This was written while I was employed at Edexcel and was my first attempt to articulate the strong concerns I have about the influence of the market on what I considered the transformative and transcendent notion of higher education. This article considers notions of the market in UK higher education. It is argued that the economic market commoditises higher education as the accreditations earned at higher education institutions. In it I suggest that, if this is the consequence of the market, then

the notion is inadequate to represent the achievements of higher level learners. I conceive of a mechanism that is built on higher education being a conversation by respectful and involved colleagues, who seek to develop educational relationships rather than transactional deals between traders. The article has had considerable impact, being the most cited of my works in Google Scholar and being a 'showpiece' article for some months during 2002 on the Studies in Higher Education website.

My writing then turned to my views on the unfairness of the methods used to introduce the Foundation Degree. The policy decisions and use of state money to influence suppliers to engage with the product, its targeting at under represented sections of the UK population in higher education and its reliance only on the educational value in terms of the economic were manifest in my concerns. The next two articles address the unfairness that the market can bring to access to higher education and direct my concerns to the then newly developed Foundation Degrees. I must admit my focus on Foundation Degrees has much to do with me having been on the periphery of their development and being frustrated at being unable to influence directly their development. In *Is the Market Ready for Foundation Degrees?* I draw attention to the risks of using the term degree in launching the Foundation Degree. I tried in this article to discuss the impact on the public's perception of higher education and whether it can sustain the stitching of a brand that was already under strain into a new product area. The style was explicitly marketing to emphasise the problems that I foresaw.

I took this theme further in *Who Deserves Foundation Degrees?* proposing that the Foundation Degree is a divisive introduction into higher education arenas perpetuating the hegemony of intellectual liberal education over the practical. It concludes that it missed the opportunity to develop a praxis of higher education that would be inclusive whilst widening participation and invigorating higher learning within the rubric of lifelong learning. The argument is developed through the various notions of desert and the changing tacit contract between the state and those with a legitimate interest in higher learning.

These early engagements led me to conceptualize my ideas about the market in terms of its antecedent; marketing. As a marketer I was concerned about marketing theory being lifted indiscriminately from the commercial field and applied directly to higher education. I felt that the notion of higher education that I support does not easily respond to the harshness of this form of marketing and is not robust enough to resist being changed itself by the application of marketing. My initial approach to this issue is discussed in *From the Invisible Hand to the Invisible Handshake: Marketing Higher Education* where I consider that the fundamentals of marketing which were developed to increase business efficiency fail to fulfil the needs of higher education. I propose an alternative premise based on the notions of temporality, confidence and trust. The article was timely since higher education has embraced a business model of competition almost without questioning the appropriateness of the tools it uses. I returned to these issues in a survey I published in my book *TRUSTING in THE UNIVERSITY the Contribution of Temporality and Trust to a Praxis of Higher Learning*. The results of a small-scale survey of UK universities concerning the beliefs about the concept of higher education held by institutional marketers seem to bear out my earlier suppositions. (Gibbs, 2003; but see also Menon, 2003 for a review of the literature as it relates to academic views of the institution and the academics' own image of their activities with regard to the purpose of a higher education institution).

Summarising the results I found that marketers envision higher education marketing as advertising and promotion and see their role as promoting higher education as a commodity in an environment that is one of consumerism. Most corporate marketing marketers saw their role as controlling the means of communication with target audiences (advertising and other communication modes) but did feel they had little control either over the type of student taken by the institution (although they felt they were responsible for market segmentation) or courses which were offered and dropped. The findings also indicate that marketers saw students as their prime target audience for their activities together with two other groups; government and institutional donors being important but significantly less so than students when determining the allocation of their marketing efforts.

Marketing does seem to have been broadly acknowledged within the whole community of higher education but not 'embraced' in a full-scale adoption of the notion of market or marketing orientation. Indeed, should it have been fully embraced it would shock and reconstitute what is known as a university – customer power and all that! This is most clearly seen in the lack of speed and readiness of the institutions to respond to change driven by stakeholder demands and does, according to the marketers, create schisms between what is, what might be and what is expected by consumers. However, there does seem to be a potential coalescence between the views of educational marketers and academics on the purpose of higher education, with educational marketers indicating that higher education's purpose is:

- Service to society (73%)
- A preparation of students for life's challenges (73%), and
- A preparation for careers (60%).

Perhaps the most insightful findings bear on the form of higher education. The marketers clearly hold that market forces ought to be the driving force of modern higher education. My research also gives an indication of the strength of opinion of the respondent marketers on the subject of a clutch of statements regarding the purpose and role of higher education, the importance of academic freedom^{ix} and the speed of change needed to keep higher education competitive. Eighty-six per cent strongly agreed that students' needs were more important than course tradition whilst 53 per cent disagreed that pursuing tradition was important in higher education. The majority, 85 per cent, agreed faster change would improve higher education and they saw issues with the engagement of academics since 60 per cent of marketers claimed that academics failed to embrace a marketing orientation. Finally 53 per cent agreed that academic freedom is freedom within the constraints of customer demand (13 per cent disagreed) giving a new marketing derived definition to the central notion of liberal education. This seems to point to a potential conflict in the notion that academic freedom is freedom defined within the constraints of customer demand. This operational definition of academic freedom is symptomatic of the need for control and focus in the delivery of product to

the market and is, perhaps, the single most important indicator of the perception of a market-driven notion of higher education and its natural consequences for the nature of higher education. (The negative impact of such changes on faculty of consumerism was identified by Kinman and Jones (2003) on the psychological health of academics. Constanti and Gibbs (2004) have also commented on the negative impact of excessive emotional labour requirement of academics as educational service providers often required of them under the market paradigm^x.) Together these opinions favour a student-derived over institutional-and-academic-derived notion of higher education which although signalled by the market, is realised in very few institutions where the hegemony of disciplines, schools and departments still holds sway.

Returning to the specific of the Foundation Degree, I wrote in *Marketing Issues for Non-degree United Kingdom Higher Education: The Case of Foundation Degrees* about the contribution of the Foundation Degree to the brand values of United Kingdom higher education. The article highlighted a failure of care in the construction and promotion of this product from a marketing perspective. The article argues for clarity of purpose and a greater veracity in the claim of parity of esteem for vocational qualifications. It concludes by offering a marketing proposal for the Foundation Degree.

The next article was written in collaboration, for the first time, with a particular colleague and deals with the notion of academic administration. This article offered insights into change for an organisation and for myself. Having spoken with a senior academic colleague of mine I was changed by his ideas that academic publishing is about helping others publish as well as publishing oneself. This was the intent behind this article and many of those following it, an intention which does not stray from my purpose^{xi} but enriches my practice. So in *An Institution in Change: A Private Institution in Transition* we wrote about the issues facing an institution as it confronts the transition from college to university. Utilising insights from the UK experience of polytechnics moving to university status we sought similarity and a direction of action for a Cypriot Higher Education College. Based on interviews and focus groups we

proposed a model for managing change in educational institutions undergoing this transition.

I next tried to experiment with the notion of the educational market for Cyprus and with the help of a strategist and statistician, wrote *Can Clusters Theory Help Realize Cyprus's Desire to Develop Centers of Educational Excellence?* This article was driven by myself to take the notion of the market to what was, as far as I was concerned, its logical conclusion. This was achieved by applying commercial strategic models to education and discussing the consequences of the analysis. By engaging with colleagues across disciplines this multi-disciplinary article caused some impact within Cyprus where the ideas expressed in it with regards to making Cyprus a regional centre for higher education were discussed within the Cypriot Ministry of Education and Culture.

The final, specifically marketing, paper brings my approach full cycle and directly asks *Does Advertising Pervert Higher Education? The Case for Resistance.* The argument developed within this paper is that when marketing – particularly advertising – is intended to persuade it may, under certain circumstances, work against the goals of autonomous higher education by undermining critical thinking and independent actions.

This argument requires that advertising has a primary intent to persuade rather than inform; that by being intrusive, invasive and manipulative it can be exploitative and that this exploitation can harm those persuaded by the advertising. Should this exploitation be used within the context of an education for the common good then it becomes morally problematic. Furthermore should such marketing, to some extent at least, remove autonomy or act in such a way so to do, it is harmful when it bears its influence on education. The obvious outcome of the hegemony of the market would thus seem dissolution of higher education as a distinctive institution and its reconstitution as a business. *In Dwelling at Work: A Place Where Vocation and Identity could Grow?* I conceptualise with Ian McRoy how the work place might fulfil this job through the development of phronesis. In the paper we explore how vocational, occupational,

practical or indeed experiential education can assist in the development of *phronesis* or practical wisdom within the responsible learner. It proposes that formalised, institutionalised education might inhibit the development of *phronesis* in the quest for knowledge. We propose that should we desire a society which flourishes as a community based on relatedness not transaction and on transcendence not immanence, then we will need to restore the centrality of the workplace as a site for democratic learning rather than instrumentality. We explore this proposal through the lens of Heidegger's development of the notion of *techne* from the being of a craftsman to technical skills.

To conclude this section I developed a paper with Carol Costley entitled *Work-based Learning: Discipline, Field or Discursive Space or What?* in which we predicated on a form of transdisciplinarity within the community of higher education. The broad area of Work-based learning (WBL) in higher education draws its academic focus from high-level practical knowledge and learning, in a work-based context. To seek if there is an appropriate location for WBL in the current field of higher education we construct a topology of this field, offer a description of the relational aspects of WBL to other forms of higher education and then try to locate it in the geography of that topology. We conclude that there is an inadequate fit between the existing notions of academic disciplines as we depict them and WBL and attribute that to its transdisciplinary nature of work-based studies. This conclusion further adds weight to the core argument that insufficient work has been done to resolve what constitutes higher education in the post-modernity of the 21st century.

Complementary themes

From this point my approach to the issue of the marketisation of education began to focus on the nature of education (discussed in my book *Trusting in the University*) and the moral implications of marketing. This point in particular was developed in two series of papers. The first includes; *Competence or Trust: The Academic Offering, Preliminary Thoughts on a Praxis of Higher Education Teaching, Quality and Confined Pedagogy, Accreditation of Knowledge as Being-in-the-World, The Exploitive Nature of Work Based Studies: A Sketch of an Idea* and the second; *Marketing and the Notion*

of Well-being, Higher Education Teachers and Emotional Labour, Technical Skills and the Ethics of Market Research.

(ii) The essence of higher education

The theme of these articles is how the market has taken away from liberal education its mission of education for education's sake. For instance in the first of the papers, *Competence or trust*, the notion of trust in education is taken up specifically in relation to the development of its student's set-trust. This might best be developed through empathetic trusting relations. This paper questioned the nature of higher education's distinctiveness at a time of commercial change, which is likely to neglect empathetic trust in favour of a form of competence in trust. This concern and how it might be addressed was discussed in *Preliminary Thoughts* where I considered the notion of a praxis of higher education teaching. My arguments are drawn from the existential literature and the particular contribution made by Heidegger. They point to a learning community where the community practices the scholastic processes of conversation, involvement and engagement as modes of revealing knowledge. In the search for authenticity the practice of learning is as important as the acquisition of the practical skills of scholarship, but it needs to be contextualised within a form of learning community currently shunned by the demands of an economically effective model of higher education. This article also sees me more assertively engaging with Heidegger in a market and educational context.

This is evident in *Accreditation of Knowledge* where I consider the nature of experiential learning and its relationship with other forms of learning that gain their authority through assessment. It argues that experiential learning is grounded in, and stands upon, the notion of *phronesis* and is the goal of an educated populace. This argument, should it prevail, would see wisdom as the goal of education revealed in becoming wise through being-in-the-world. To consider a person a *phronimos* is not to credentialise her by separating her self-knowledge from her in some externality but to recognise her as being knowledgeable and wise rather than having knowledge. This distinction is evident in skills for work where success is not just in knowing how but is

in doing. We suggest in this article that higher education ought not enframe students through assessment practices but liberate them in a mode of learning that reflects Heidegger's notion of 'letting learn'. Given the validity of this argument the central role of the recognition of prior learning for higher education is developed as the most appropriate mode of revelation of this wisdom. Heidegger is used throughout as a guide.

Through working with one of my students (Melpo Iacovidou) I developed the notion of academic quality acting as pedagogy of confinement and wrote a paper, *Quality and Confined Pedagogy, Accreditation of Knowledge as Being-in-the-World*, which argues for good higher education in which academics and students take responsibility for their scholarly activities. This ought to be the goal for higher education, not the fulfilment of quality criteria that may fail to capture the essences of an educated person. This proposal was offered, in part, as a response to the UK government's recent White Paper – on the future of higher education which I have caricatured as a license to market higher education. Again I turned to work situated learning and in *The Exploitative Nature of Work-based Studies*, I took further my argument which opened this section. In this paper I argue that, if education is considered as a means of increasing human capital, then the potential exists for exploitation of the learners through the inequitable distribution of the value accruing from their research activities. To illustrate the argument, I discuss these issues through the lens of a work-based professional doctorate and argue that entitlements for the students from their intellectual labour are, potentially, exploitable, and that to protect the vulnerability of students higher education institutions owe their students a special duty of care to prevent their voluntary exploitation in the distribution of the surplus value that their labour generates.

This more philosophical approach is evident in *Marketing and the Notion of Well-being* where I attempt to develop the notion of well-being as a central theme of the philosophy of marketing which, if successful, can prevent marketing practice prophesying nihilism based on extrinsic rather than intrinsic values. To do so requires consideration of the concepts of consumers, their satisfaction and their well-being. The work of an English

moral philosopher, Griffin, is used to illustrate an approach. Finally in this batch I addressed with another student some of the impacts of the market on lecturers through emotional labour and its potential for exploitation. This approach features in a number of my subsequent papers that are discussed in the complementary theme in the submission. In particular I develop my understanding of Heidegger and his notion of being-in-the-world in a time of technology.

In *Higher Education, Teachers and Emotional Labour* we took the idea that universities are service organisations and as such were encouraged to consider the manner in which employees perform at the customer/front-line employee interface, as a means to gain competitive advantage. The employee's behaviour requires "emotional labour" where the front-line employee (academic), has to either conceal or manage actual feelings for the benefit of a successful service delivery. The implication is not necessarily of equality or mutual benefit, but of satisfaction for the customer (student) and profit for the management. The paper discusses whether the academic is being exploited in this three-way relationship. The research is of value as an aid for the management and support of academic staff in an age of managerialism and to the notion of the student as customer.

(iii) Research ethics

The third main theme has been the development of my ethical positive of higher education predominately around researchers and their methods. Together with colleagues I developed the ideas of caring and gratitude as core aspects of the researcher, specifically the work-based insider researcher. It seems to me that Caring about others is a virtuous act but is it compatible, or indeed advisable, in academic research? The first of two articles on this point, *Researching Others: Care as an Ethic for Work-based Practitioner Researchers* considers the locus of ethical responsibility for work-based practitioners, and considers ethics for researchers undertaking research within their own organisations. We argue that, as practitioner researchers, they are insiders who have insider knowledge not only of systems but also of the individuals they designate, for the purpose of the research, as subjects, and this creates for them a different ethical position than, say, for researchers able to research and then leave the

context of their research space. It is argued that this context is one where an 'ethics of care' ought to prevail. The issue is raised of whether the ethical considerations practitioner researchers have to reflect upon ensure that, as researchers, they sufficiently take account of their position within the researched community and how an 'ethics of care' could be invoked to safeguard these personal and moral relations to others. The second, *An Ethics of Community and Care for Practitioner Researchers* is a more Heideggerian paper which develops the ideas and raises the same ethical considerations within a research project. The practice of this approach is developed through research seminars which is reported in *Developing the Ethics of Worker-researchers through Phronesis*.

Finally my Heideggerian approach is also evident in a linked paper on market research which deals with the technical competences rather than the ethic of market research. This paper, *Technical Skills and the Ethics of Market Research*, argues that through the age of technology Heidegger offers insights into how the grounding of economic, utilitarian model of being leads to an emphasis on the *techne* of ethics and specifically market research in this paper. It is appropriate to close the section for it emphasises that value of being directed towards things which are at hand to be consumed. Such a position needs to be clarified in the University and this becomes problematic when the institutions, themselves, promote themselves as entities to be used.

Together with other papers itemised in my CV I believe these publications have had an impact on the ideas of marketing higher education, have led to me being invited to conferences and to encouraging my further development of this work in a book commissioned by the Open University Press on the marketing of Tertiary Education. Indirectly they have facilitated my role in the Academy of Marketing which allowed me to successfully organise the first European symposium on higher education.

3. PUBLISHED BOOKS AND REPORTS

I have published a number of books, four of which relate to marketing and education, and managed a report for HEFCE. The three most relevant to the project are the report for HEFCE *Promoting Vocational Lifelong Learning: A Guide to Good Practice in the*

HE Sector and two books *Marketing Higher and Further Education* and *Trusting in the University : The Contribution of Temporality and Trust to a Praxis of Higher Learning* and I will discuss these at length below. However I also want to mention the book written whilst working in an advertising agency. This proved a challenge of time, resources and energy but with its completion I had learnt how to deal with publishers, to plan my time allocation and to marshal an argument to match an audience. This initial publication *The Marketing and Selling of Financial Services* is valuable in reflection for it shows the manifestation of a desire to be heard and for my voice to be taken seriously which I associated with the publishing of a book. Further it was designed to help my practice as marketing consultant and to give me pleasure. It achieved in all these areas.

The Report was the result of a bidding process and was a collaborative project with UCL and Warwick universities. It dealt with how to promote vocational lifelong learning (VLL) as a key component of any higher education institution's (HEI) strategic plan. The rapidly evolving lifelong learning agenda has been set out in a series of recent policy reports, culminating in the Government paper *The Learning Age*. This report identifies key issues that institutions must address to ensure the effective promotion of VLL. It emphasises the importance of commitment at an institutional level and the need for a strategic approach to marketing at an operational level, and suggests promotional strategies for a number of core markets. Having led the bidding team I became the project manager and main marketing contributor. In this role I managed the project until my own work load made it impossible to continue and it was passed to another. The team jointly contributed to the content of the Report with two members undertaking the final writing up. The experience of working with colleagues from different institutions to a committee constituted by the funder was complex leading to hidden frustrations and problems. I learnt much from the experience particularly about the notion of cooperation between colleagues, the need to understand institutional agendas and the imperfection of compromise.

The marketing book on the other hand was written with the help of a colleague at Edexcel and concerns Higher Education and Further Education being increasingly reliant on higher student numbers, and in an age of increasing educational variety, course managers and leaders, training providers and professional education marketers all need access to high quality guidance and advice in order to effectively promote courses, departments and institutions. The book provides business-oriented guidance for readers whose main preoccupation may not be marketing itself, but who nonetheless need access to effective and readily applicable skills. Drawing on our wide experience (he was a marketing director for Unilever before joining Edexcel as commercial director), this practical book marshals theory, practice and case studies around real HE and FE issues. Covering all aspects of marketing and course promotion, including using the Internet, this essential handbook will enable all those involved with programme recruitment, at any level, to harness the power of marketing. However, it was not meant just to do that. Pressure from the Editor turned a text on the serious nature of marketing higher education into something not much more than a manual. The book did fill a gap in the market and has sold well yet it failed to represent the arguments I wanted to make. Indeed resistance to these ideas has resulted in two failed attempts to launch an academic journal in this area with major publishers.

To satisfy my desire to write seriously about the issues facing higher education and what could be done I wrote the second book about trusting the university, published by Springer, Amsterdam. This is written for those who are concerned about the trends towards performativity and for those who are not yet so concerned. It offers a controversial and, some might say, idealistic view of what might be but makes no apology for that, since the book proposes that higher education is becoming ever more unacceptable for those who value democracy, tolerance and learning. Its main theme was to ask us to stop and consider whether the higher education we are providing, and engaging in, for ourselves and our societies, is what we ought to have or what commercial interests want us to have. In claiming that there is a place for a higher education of learning – such as the university – amongst our array of tertiary options, the book attempts to explore what this might be. Drawing from the existential literature

and in particular Heidegger, the book investigates the case for such a form of higher education and settles on existential trust as the ground upon which the community of scholars that ought to be the university can flourish.

The result of both these two books and the thinking developed in them is a third, commissioned (the manuscript is yet to be delivered) by the Open University Press regarding marketing of higher education in a holistic and sensitive way, placing education before the market. It will deal with the reflexivity of the whole and the parts in a way which will make clear the role of marketing and how this might be used within the rubric of *phronesis* to encourage education for the public good.

4. COMMUNITY OF PRACTICE

In this section I will discuss how actions other than writing have influenced the interest in and my engagement with the development of higher education marketing. The forum for this is my creation, and subsequent appointment as Chair of the Academy of Marketing Special Interest Group for Higher Educational Marketing. Specifically this has led to the organisation of a successful conference of international scholars in January 2006, a guest editor of the Journal of Business Research and the creation of a second conference in Hungary in 2007.

The main aim of the Special Interest Group (SIG) is to build infrastructure that will help the community of scholars to share our interests. A secondary purpose was to find a way to meet, develop our understanding and promote that understanding for the betterment of higher education and educational marketing. It has grown to around 30 members and has held one international conference. (see Appendix 3 for programme and abstracts). The development and maintenance of the SIG has proven to be complex. The SIG itself has come under pressure as the Academy looks to rationalise its support for under achieving SIG's and the role offers no financial or administrative support. The purpose of the conference, in addition to providing a scholarly event, was to give evidence to the Academy of wide interest which can be reflected in existing and potential membership. It did this and also enabled me to identify a successor in an able, interested researcher willing to take over the responsibility of the SIG and who had links with those specially interested in the British Education Research Association (BERA) within higher education. This provided options to sustain the community. I believe that the actions I have taken to provide sustainability to the SIG are also an important contribution which I would highlight as a contribution to my profession.

This conference attracted 40 scholars and a similar number of papers from across Europe, the Far East and the USA. It set the beginning of a symposium structure similar to that in the USA which now has over 500 delegates. The importance of this initiative was evident through the sponsoring contributions of the Academy, a private UK

advertising agency and the presence of the originator of the USA symposium and editor of the only dedicated journal to higher education marketing Professor Tom Hayes. The organisation of the conference was undertaken by a team directed by me and achieved a successful event. My role was in designing the content, initiating the call for papers and finding sponsors for the event and for a journal to take the output of the event. These were all successfully achieved with the conference staying within budget and I acknowledge here the help from scholars attending and administrators within Intercollege for their help.

The idea of the conference has retained its core support from the Academy and from the delegates and a second symposium is being organised in Hungary by the oldest University in Budapest; the **EÖTVÖS LORÁND UNIVERSITY**. I have been invited to act as technical advisor to the conference as well as being a member of the organising committee. The conference is scheduled for Easter 2007.

Such events offer many learning opportunities which involve not just logistics but the nature of the researchers who offer their contributions. The role as self appointed academic leader brings with it issues of power with which I am still uncomfortable. Even though my positionality and trans-disciplinary approach makes it difficult to bench mark my work in one genre the academic value of my work and my academic leadership is, I believe growing. (In a recent review article of marketing of higher education^{xii} I received as many as Kotler and the most for the UK based author). Indeed, although my own work had been praised by referees I was hesitant about including it in the Journal submission to the commissioning Editor. I have now become more able to take the focus that this role gives me and I am more confident in offering my judgments to those seeking advice. It has also, I believe, contributed to my confidence in other areas such as my teaching and research supervision. Here my assessment of my own practical judgements has improved to a point where I am more effective in making contributions to the learning of others.

5. REFLECTION ON THESE WORKS

Taken together I believe the works offered here have had an impact on perceptions of marketing of higher education in both fields of study. They have received the approval of peers in refereed journals and my professional leadership has received support from the national Academy of Marketing and from individuals whose interest in the subject is shared with me in a community of differing perspectives.

The outcomes from my work are clear and ongoing. However, the outcomes here have not occurred without difficulties. I have mentioned the problems of securing a journal contract to promote scholarship in higher education marketing. There is still a dominant mass market approach to issues of widening access and the term 'marketing', unclarified, has appeared in UK government and EU research documents assuming that, if done well, it has some omnipotent magic to resolve the problems of the sector.

On reflection I believe my contribution has been to ask questions and to energise a smallish group of academics interested in the subject. The symposium in the USA (where I have given an invited paper) has many more practitioners, more professional interest and a common business and educational discourse of 'speed to market' and short term financial gains that sustain a civil society built on consumerism. I am therefore concerned that this trend does not offer the direction for the UK, at least not without debate.

It is clear that I have taken an advocacy position and that my work is intended to effect change through changing perspective. The strategy for such was based around action research especially of the form advocated by Freire where the political dynamics of the action undertaken and moral ramifications are explicitly recognised and form the framework for the change strategy and action. Indeed the inspiration of Freire is central to much of my thinking in how education can be unshackled from the hegemony of the market so as to offer real opportunities of freedom and choice not just selective job alternatives. Much of the strategy which I will now make explicit after reflection was, at

the time of acting tacit and not able to be articulated. Indeed may even be considered opportunistic. It does however argue for an intuitive approach better described as an Heideggerian comportment rather than a rational logistic of intent.

The work found its first energy from a feeling of discontent with the shifting towards the market philosophy which seemed uncontested. At that time I was unaware of the critical theorists in the USA such as Giroux who have taken a similar approach toward the analysis of higher education. My scope for action was, however, limited to working for a with-profit organisation benefiting from the adoption of such an approach. To protest was possible through the academic community and its communication modes; academic journals. My frustrations with the inequalities of the market were channelled through my reaction to the introduction of the Foundation Degree which directly affected me professionally and left many issues of social justice unaddressed. This manifestation of Government policy and its links with the market was obvious but the political pressure for acceptance of the Foundation Degree was at a level which initially I was unable to comprehend and then found difficult to confront. What I did was to engage with the Department of Education directly, work on steering committees and developing advertising sponsored by the Department for HND/C. These came to nothing and indeed I felt used as the result of a poorly researched and constructed campaign giving evidence to the Department for the introduction of the Foundation Degree.

At this stage my influence on the changes that were occurring in vocational higher education and with the Foundation Degree were limited because of my position in Edexcel so again I turned to academic journals to address my issues with their development. This experience helped me identify the short comings of marketing as a core competency used to discuss the type of higher education the government wanted.

At this time I also undertook the writing of a book on marketing intended to open these issues for debate, but the editor of the book advised that only a book talking about how to do marketing rather than why it is dangerous would be supported by the publisher.

Pragmatically I switched the focus of the book so as to have some impact and to position myself in the marketplace as a voice on higher education marketing.

To complement this position I wrote conceptually about educational marketing issues which highlighted my concerns, attended Academy of Marketing conferences to present papers and lobby for action, and developed the idea of a Special Interest Group (SIG) on the topic.

At this stage I saw a strategy emerging from my behaviours: I had attempted to address a number of audiences, my ideas were getting some recognition in the academic literature and I had the platform to promote education marketing for, what I considered the better, through the SIG.

The articles and the SIG conference were both a response to ensure the sustainability of both and to express new ideas. The SIG and the conference were for a discussion within the rubric of academic discourse and allowed insights into how others conceptualised the issues I saw as dangerous. Not all agree. The conference and the SIG indeed indicated that a more grounded discourse about marketing, its use and its influence on higher education was needed and although my paper engendered interest I feel that much still has to be done. One progression has been the development of the theme for the second conference, which signals moral issues and is based on a call for papers on the ethics of educational marketing.

I would conclude that my work has had impact on at least two levels. The first is the academic discourse with published, read and acknowledged academic texts, the second is in action where I have created a forum for discussion, ensured its short term future and I am still active in changes that this might promote. I feel that my approach has held certain values as critical, and although my views have met with resistance I have learnt from these experiences which have contributed to the quality of my work and argument.

SECTION IV

THE MEANING OF THIS NARRATIVE

I have previously mentioned that the philosophical themes in my writing have a phenomenological base and my reflections on the meaning of the texts I have written will embrace that. To find an understanding in the narrative I will approach my text in the form of a Gadamerian hermeneutical analysis. In the Gadamerian sense there is no set of general principles, methodological rules or algorithmic procedures. For Gadamer and for me an interpretation involves a process of mediation between the general, (the text) and in particular the specific questions the interpreter brings. This process is a dialogue and one that in this specific case the oral examination will develop but, as it stands the interpretation is a reflective dialogue between me as the author of the text and me as the interpreter questioning the professional contribution of the text. Gadamer allows for this for he does not require a form of neutrality in the positioning of the interpreter, rather he recognises that the tension of confrontation of prejudices brought to the text may contribute to the truth that is revealed in the moment of interpretation. A further reason for my choice of the Gadamerian approach is that it is grounded in the Aristotelian notion of *phronesis* that I have found compelling as my work has unfolded. *Phronesis*, as a form of judgement, depends on never disregarding the principle that persons ought to be respected as ends in themselves, action should be sought that through experience is guided by just means and which reconciles competing claims through consultation.

Before embarking I acknowledge that such an approach has its critics and perhaps the most influential is Habermas who claims that the purpose of social sciences is to emancipate society from distortion and ideologies. I accept that all interpretations are fallible and subject to revision and so with this caveat I offer my reading of my works as a whole.

My Interpretation

The works offered here are not beyond criticism. They represent an attempt to bring a deeper understanding to the notion of marketing as a way of approaching the issues for universities given the market context in which they find themselves. This argument itself is open to claims of pretentiousness in the approach and arrogance in its pursuit. For sure I believe that each of these criticisms of the work has some grounding both in the form of the discourse and in the motivation that drove their creation. My interpretation of the work is, I believe, informed by comment made by reviewers and discussions with colleagues but mainly by my own reflection on my practice. The root of the criticism is that I have over used the work of philosophers to establish what for some is obvious. This may have led to an over elaborate argument and an extension of this is that my work may lack practicality.

The grounding of this work is in the humanistic phenomenology of Heidegger, Merleau-Ponty, Friere and Giroux. It brings a different dimension to the debate on what higher education is and how it can reach those best able to engage in it. Without a depth of contemplation as to the moral and epistemological reasons for the form of higher education, its purpose and how it can be encouraged, the marketing of what it is, is not confronted. The changes in the direction of university management have consequences which are not explored such as the imposition of immediate time horizons through annual budgets, short-term examination goals and part-time contracts which commodify education and give a market value. This may make for a more marketable notion of higher education but this is insufficient justification for the losses it creates in humanity, tolerance and compassion. There is no suggestion that critics of the works are insensitive to these issues or that they are part of a capitalist conspiracy to allow an osmosis of the amorality of the market in a totalisation of education, although it might be intuited through the texts that universities are failing to resist such forces. Moreover, I am not implying that the criticism is only grounded in self interested conservatism

for it may also be directed at the standard of the writing and the quality of the argument in the output offered, but this interpretation is not borne out by my publication record.

A review of the type of journals that accept the work presented here and those that do not accept it, leads to a preliminary conclusion that the strength of the arguments are either weak or incompatible with the editorial policy of the submitted journals. In part this may be due to the approach of trying to theorise two distinct disciplines – marketing and education – in the positioning of the works. Given that this approach is trans-disciplinary, philosophical and aimed at a contribution to an educational praxis in its widest remit it does not have, currently, a recognisable dedicated outlet. Indeed this may be an advantage for it could offer different and wider audiences the opportunity to read my work. Furthermore, there is a truth in that my work may focus on the themes of post-modernity and the negative influence of the technology on the way in which we approach issues such as education marketing. However, this approach is accompanied, for the most part, by practical ways forward. The works generally do not simply leave issues open with any analysis hanging unattached to any practical action.

A deeper reading of the works, however, could interpret a perspective which is capable of being criticised as being too idealistic. The impact of such a critique of course turns on the appropriateness of the ideals proposed. The works clearly support the claim that ideal university education is worth striving for regardless of whether this is immediately achievable, that there is worth in such activities and that the excellence it offers is in the public good. In support, not of these particular ideals but of the notion of ideals in education, De Ruyter argues that in education “a sense of realism should not be taken to imply the rejection of ideals in favour of more modest aims” (2003: 480). He continues that realistic expectations are necessary to overcome disillusionment and that one will enjoy “one’s attempts to achieve one’s aspirations and surmount one’s disillusion when it is for something one deeply desires” (2003: 480). I hope this collection of works evidences such desire.

I would nevertheless rather point to the work as being radical. It calls for dramatic rethinking of our ontological dispositions of education and as such the works are vulnerable to those who have a vested interest in change for the purpose of economic value and very little else.

There are three further themes that emerge from the interpretation. One is based on the veracity of what might be offered to the student within a transformative model of higher education, with the purpose of increasing the public good. Such a model is difficult to configure from the existing marketing models. It is reasonable that the texts do not claim any originality in this discussion of the purpose of higher education.

Contemporary advocates such as Professors Lee Harvey and Ron Barnett have theorised and expressed these ideas in much better ways. However, what this work illustrates is an approach which addresses the policy, administrative and moral issues of the way in which external influences, often in the name of the markets: manifest themselves in approaches to marketing. Moreover, you can read a distrust in the market for education for it embodies and transforms the offerings made by institutions to raise expectations in students' expectations that make them conceive of themselves as customers of education whose role is to find appropriate courses to consume from willing and compliant service providers.

The second theme is the underlying temporality of an educative process and the time of the market. In the former the notion of temporality relates to the capacity-to-be in a future shaped by the individual where skills and morality are brought to bear as authentic acts of the student, not in acquiescence to the social timings of the would be owners of their capital. This interpretation is based on the not infrequent references to transformation, exploitation and power which are a feature of some of the latter papers. Indeed there is a temptation in the texts to be tangential at certain points just to introduce these issues.

Thirdly, a theme of *phronesis* emerges as an alternative to the instrumental notion offered as one being adopted to suit the marketisation of higher education. Its link is

established in Aristotle through the common goal of education and *phronesis* as human well-being. However, there is some ambiguity of its use in the works and only in the most recent does the notion seem to best treat with great assurance where the nature of wisdom, practical judgement and practical wisdom are engaged.

A further interpretation of the work, perhaps more commonly offered by the author than by others, is that it is sceptical. In reflecting over the whole of the work scepticism is evident in the way in which the idealism of fairness for all through the opportunities of education has been high-jacked by government and by employers to change a higher education system previously built around academic freedom to one built around skills acquisition and financial return. This is successfully turning the university into a manufacturer of economic value for the student and surplus value to the exploiters of publicly-funded universities. A valid interpretation of the works is rather more optimistic in that this state is avoidable through resistance and veracity. It promotes an education system that is diverse and opens opportunities for the many, but for those wishing for a distinctive university education it requires a commitment to scholarship where academic endeavours is an end in itself and that end is *phronesis*.

The works can be read in total as a warning that marketing of higher education is as much about shaping the educational offering to enable it to be marketed as it is about providing access to higher education. Marketing is an instrument of those who intend to dismantle different voices in the development of knowledge: an instrument that will oppress the university and its students with the intention of alienating them from the search for knowledge as a form of being and replaces it with a form of cultural imperialism based on a notion of consumerism. The works highlight that it is not the only, or even the right direction for society to move in, and that those higher education institutions have a role in resistance through realisation. However, if the universities embrace the market's tools of marketing they will continue to welcome the Trojan Horse of preformativity into this domain. The risk of doing so is dramatic leading to a new and brutish future for humanity.

| *Postscript*

The above interpretation of my work brings forth my prejudices. It reveals my position towards change and the notion of a university and in the confrontation of my prejudice is revealed the need for a better approach based on *phronesis* and the phronetic method might be used in finding a truth in the understanding of my work. Indeed this is the approach I have tried to adopt in my most recent work and is the motivation to continue.

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ⁱ See Gibbs, 2004.

ⁱⁱ The proposition that societies are 'progressing' to a postmaterial tolerance and reflective state is not uncontroversial. Davis (1999) claims, from a technical perspective, that in the review of much of the value data used by promoters of post-materialism, little evidence can be found for particular value orientations.

ⁱⁱⁱ See specifically Armstong (1978), Lacznia and Murphy, (1985) and Applbaum, (1998).

^{iv} In this paper (and the thesis that supported it) I became acquainted with the work of Heidegger. This interest in his work has persisted in my work and gives me a philosophical focus for much of my subsequent writing.

^v For example, "It follows...that to understand the one in terms of the principles of the other, as has increasingly occurred in the application of the market to public educational process, is absurd" (1991: 216).

^{vi} See Tomer (1998: 215).

^{vii} Wasmer, Williams and Stevenson (1997).

^{viii} Zineldin (1998) has developed a business model where business, let alone state sponsored education, need not be viewed through the metaphor of war but can be viewed, in his words "as debate, cooperation and peace" (1998: 1139).

^{ix} Altbach's (2001) makes a number of very important points regarding the core notion of academic freedom to the essence of what universities believe/control? and suggests that "without academic freedom, the central work of teaching and research cannot be truly effective", (2001: 19).

^x Indeed this is the case when teachers are required to exhibit emotional labour to appease management and students which results in surplus value accruing to institutions and students (see Constanti and Gibbs, 2003), or the idea that judgements are somehow retaining standards or that degree classifications in some way are compatible across and between institutions.

^{xii} See Hamsley-Brown and Oplatka, 2006.